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ABSTRACT

An image assessment study was conducted by a young, rapidly growing, public university to provide accurate and timely direction for student recruitment and communications activities. The study consisted of opinion and attitude surveys mailed to 4,500 current students and 22,000 alumni. The survey explored student and alumni satisfaction with educational and support services, quality of education, and the university's "personality." Of the student surveys, 37% were usable in data analysis; of the 8,500 alumni surveys returned, 3,000 were randomly selected for analysis. Results included the following: (1) that the most enduring perception of the university is one of academic quality; and (2) that improvement of administrative service and responsiveness should be considered. Use of the results in planning and recruitment is discussed. The Undergraduate Student Survey is attached. Contains 3 references. (Author/KM)

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Assessing A University's Image for Short-Term and Long-Term Enrollment Planning

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This paper was presented at the Twenty-Eighth Annual Forum of the Association for Institutional Research held at the Hyatt Regency Phoenix Hotel, Phoenix, Arizona, May 15-18, 1988. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum Papers.

Teresa Karolewski
Chair and Editor
Forum Publications Editorial
Advisory Committee

Abstract

An image assessment study was conducted by a young, rapidly growing, public university to provide accurate and timely direction for student recruitment and communications activities. The study consisted of opinion and attitude surveys mailed to current students and alumni. The surveys were structured to obtain perceptions regarding the quality of the University education and experience, and perceptions of campus strengths, weaknesses, and personality. Descriptive statistics are used to present the results. The study confirms that the campus does have an identifiable image that can serve as the foundation for the development of a positioning strategy to guide recruitment and communications activities.

Assessing a University's Image for Short-Term and Long-Term Enrollment Planning

In his 1982 presentation at the Annual Forum of the Association for Institutional Research, E. H. Fram noted that the use of marketing concepts in higher education has been a topic of discussion and analysis for over a decade, but that most of the work has centered on selling techniques for recruiting and retaining students, rather than on concerns related to image maintenance and enhancement. While the literature presently available tends to reaffirm Fram's statement, some attention has recently been paid to the study of academic institutional image, though the publication of specific institutional studies appears to be non-existent.

Marketing theory emphasizes that success in the marketplace depends, in part, on how a product has been, is, and will be perceived--that is, the image of the product (Kotler, 1985; Topor, 1986). Image is defined as the aggregate, or sum, of the feelings, beliefs, attitudes, impressions, thoughts, perceptions, ideas, recollections, conclusions, and mindsets people have of your institution (Topor). The desire to learn more about its image in the marketplace, rather than merely relying on anecdote, was the impetus for three institutional image research projects at the University of California, Irvine since 1985. The studies were

designed to test the hypothesis that the University does have an identifiable image and that the image can be defined by assessing alumni, current students, and faculty regarding their perceptions of the University's collective strengths and weaknesses. The commonality in the image among these key audiences will assist campus administrators in developing a positioning strategy to guide the University communications, publications, and undergraduate student recruitment programs (short-term planning). The study results also identify areas of dissatisfaction where the university has the opportunity to plan for change based on its long-term needs and objectives.

The University of California, Irvine, is the newest of the University of California campuses. Since the campus opened in 1965, enrollment has grown to approximately 15,300, including 12,300 undergraduates, in fall 1987. The campus plans to increase enrollment at a rate of three percent per year until 2005 when the projected enrollment will be about 27,000 students. Though the University has experienced an unexpectedly large undergraduate applicant pool in recent years, the campus remains concerned about its ability to attract undergraduates from among the most sought after target groups: underrepresented minority, community college, and high-achieving students.

In order to begin to define its institutional image, the University undertook an attitude and awareness survey in 1985 to assess its profile in Orange County and to measure the perceptions of the campus held by this local audience. The results suggested a solid foundation of awareness based on the university's academic and research reputation. Though a discussion of this earlier study is not intended for this paper, the results are important because they complement the results of the most recent study, and together with the current study establish baseline measurements of community, student, and alumni attitudes towards the University, important for measuring change in years to come.

Method

This study measures perceptions of the University's strengths and weaknesses as expressed through a series of opinion and attitude surveys conducted among students, alumni, and faculty. As with the previous attitude and awareness study, a marketing research firm assisted with the design. The study consisted of (a) a mail survey to 4500 current students conducted in August 1987, (b) a mail survey to 22,000 alumni conducted in August 1987, and (c) a series of six focus groups conducted among members of UCI faculty and administrators in April through June 1987.

Subjects

Attitudes and opinions of currently enrolled students were explored for their satisfaction with educational and support

services, their evaluation of the level of the quality of education they are receiving, and their perceptions of the University's "personality" through a mail survey. The population for the student survey (3500) represents all majors at the University in the same approximate proportion that they occurred during Spring Quarter 1987. In addition, because the campus is interested in the attracting greater numbers of underrepresented minority and high-achieving students, 500 additional current students from each of these groups received the survey (4500 total). The students were randomly selected.

The University alumni is a group most qualified to comment on the value of education offered by the University. Their opinions towards the University, coupled with their professional accomplishments, are testimony to the University's educational competence. The alumni questionnaire was mailed to all University alumni (22,000) in conjunction with the biannual Alumni Census.

Faculty opinion regarding the University's image was obtained through a series of six focus groups consisting of senior and mid-level administrators, faculty active in programs oriented for underrepresented minority students, faculty who have been on the campus for at least 15 years, faculty who have been on the campus five years or less, and faculty responsible for the advising of undergraduate students. The focus group sessions were structured interviews conducted among small numbers of participants; however,

because this research is intended as suggestive, rather than representative of the attitudes of all faculty and administrative members, it will not be discussed further in this paper.

Apparatus and Procedure

The current student questionnaire consisted of both forced choice and open-ended questions. The questionnaire asked the students: to indicate how important specific aspects, such as amount of faculty contact, financial aid programs, school spirit, and nine other dimensions, of a university experience were to them; to rate the quality of education the University is providing on these same dimensions; to select from a list of adjectives those that best describe the kind of school the University is; and, to list one or two things they like to tell people about the University. Through anonymous, the survey did request certain demographic information including (a) year of initial enrollment, (b) previous school, that is, entry from high school, two- or four-year college, (c) gender, (d) ethnicity, (e) current housing arrangement, that is living at home, living off campus, away from home, and (f) major. The 500 additional surveys mailed to current students who attained a grade point average 3.5 or higher were printed in a different color to be able to monitor the results of this specific target group; the results of the two other key constituents, underrepresented minority and community college

transfer students, could be obtained through the identification of (b) and (d) listed above. The survey was mailed with a cover letter, and followed within a week by a postcard reminding students to complete the survey or to call the number listed if they had not received the survey.

The alumni questionnaire was mailed to all 22,000 alumni in conjunction with the biannual Alumni Census. Like the student questionnaire, it contained both forced choice and open-ended questions. In addition to obtaining demographic information including (a) current job title, (b) degree information (year/major), and (c) ethnicity, the survey asked alumni to rate the quality of education they received from the University, to indicate how well they felt their experience at the University prepared them for the future, and to list major strengths and weaknesses. Identical to the student survey, alumni were asked to select from the same list of adjectives those which they felt best described the kind of school the University is today. The survey was initially mailed in August, and was sent a second time to non-respondents in September; from the initial mailing 3,500 surveys returned because of bad addresses.

Results

The findings of the alumni and student surveys define the image of the campus by identifying perceived strengths and weaknesses of

the University, by providing approval ratings for educational and support services, and by identifying perceptions of the University common to both students and alumni.

Of the 4500 student surveys mailed, 1687 (37%) were usable in data analysis. Of the 22,000 alumni surveys mailed, 8500 were returned, and 3000 were randomly selected for analysis, providing more than an adequate sample for analytical purposes. A percentage tabulation of the responses for each set of respondents revealed the following information.

There are few qualities which characterize the University, beyond its widely-acknowledged reputation for high quality education and academic standards. A plurality (41%) of alumni and undergraduates specified academic quality as the feature which most distinguishes the campus. Among alumni, perceptions of the University's major strengths are diverse; no consensus trait emerged when alumni were asked to identify UCI's major strengths. Significantly, more than one in four did not provide an opinion--an unexpectedly high proportion (Table 1).

Table 1

Alumni Perceptions of the University's Major Strengths as Measured by the Question: What is UCI's major strength as a university?

Education "quality" (net)	41%
Quality of the curriculum	15%
Quality of faculty	14%
Part of UC system	6%
Excellent program in biology	3%
Progressive/on cutting edge of education	2%
Educational competition among students	2%
Excellent program in fine arts/music	1%
Business-wise faculty	1%
Good geographic location	8%
Personal attention/not too large	7%
Research grants/activities	7%
Other responses	7%
No Response	29%

Overall, alumni gave the University an 80% approval rating: eight in ten alumni would recommend the campus to someone preparing for a career in their field and, in a related question, on a scale of one to ten, the University received an average score of 8 for

quality of education. For preparing students for the future, the the school received a slightly lower rating of 7.3. In response to an open-ended question asking alumni to identify key weaknesses of the University, criticisms were comparatively few and tended to focus on the extracurricular; the most cited weaknesses were "that UCI is a commuter school" (8%) with a "limited social life"(7%).

Likewise, most current students acknowledge the University's quality of education when they were asked to comment about the campus. One in four also mentioned the school's park-like setting. Beyond quality and ambience, no other significant qualities emerged (Table 2).

Table 2

What Students Tell People About UCI as Measured by the Question: What one or two things do you like to tell people when they ask you about UCI?

Education "quality" (net)	41%
Well-rounded/good learning potential	13%
Strong individual departments	9%
Competitive/independent students	8%
Challenging/high standards	8%
Excellent faculty	3%
Academically centered/serious education	3%
Part of the UC system	1%
Beautiful campus/park/atmosphere	27%
Other mentions (total)	37%
No response	17%

The University's approval rating of current students is not as strong as the alumni ratings. Like alumni, students gave highest ratings to the educational experience, particularly the educational synergy of motivated and competitive students, an area in which the University appears to excel. On the other hand, areas where the "poor" ratings exceed "excellent" ratings are cause for concern, particularly, in the sense of community among students and

school spirit, where unfavorable ratings outnumber favorable ratings by more than six to one (Table 3).

Table 3

Student Approval Rating as Measured by the Question: Please rate UCI on each of the following:

	Percent Rating "Excellent"	Percent Rating "Poor"
Educational competition among students	36	1
High standards of education	36	1
Acceptance of minority students	26	7
Students' motivation for learning	20	3
Acceptance of new students	20	5
Amount of contact with faculty	11	12
Extra-curricular activities	10	14
Administration's response to problems or questions	7	11
Financial Aid programs	7	14
Personal attention given students by administration	5	18
Sense of community among students	5	31
School "spirit"	3	35

The results of this question also suggest that a significant number of students are disappointed with the University administrations' responsiveness and attention to the individual. Nearly two-thirds of the undergraduates gave the University a fair-to-poor rating for personal attention (63%). "Administration's response to problems or questions" received a slightly higher, though divided, rating with 52% indicating a fair-to-poor rating.

This result is noteworthy because the administration's manner in dealing with students is a matter of importance to most undergraduates (59% indicated "very important"), second only to the quality of the educational environment (91% indicated "very important"). Cluster analysis based on student satisfaction of educational and support services indicate that the desire for personal attention and administrative responsiveness to problems are not isolated to a specific student subgroup, or affiliated with special needs or expectations. However, the analysis does show that newer students have higher expectations in regard to administrative responsiveness (64% of those entering in 1986 saying it is "very important" compared with 52% of those entering in 1983), and personal attention (56% of those entering in 1986 saying it is "very important" compared with 46% of those entering in 1983).

To identify perceptions of the University common to both students and alumni, a list of 24 adjectives was included in both surveys, and respondents were asked to check those which they felt were descriptive of the University. The University is generally thought to be challenging, progressive, and conservative--

progressive in reference to the curricula, conservative in reference to the social environment or educational methodology. The University is not thought of as being traditional, famous, liberal, or dynamic. Perceptions which divide the student body include whether or not the campus is friendly or unfriendly, advanced, and distinguished. Statistically significant differences between responses from students and alumni were identified in ten of the 24 adjectives: challenging, conservative, progressive, friendly, boring, indifferent, average, dynamic, ordinary, and unchanging, with students responding in a higher percentage in all ten except dynamic.

Respondents were grouped based on their responses to the list of 24 adjectives, using a cluster analysis method. Four groups, homogeneous in the words they selected as descriptive of the University, accounted for 87% of all undergraduates surveyed, and 88% of alumni respondents. This analysis facilitated a comparison between alumni and student samples.

Of the four groups identified, two are positively oriented towards the University, one group is extremely negative, and one group is characterized by its members' frustration in adapting to the University and its attendant challenges. Group profiles were then developed after analysis of group members' responses to all survey questions. Names assigned the groups are intended to convey a sense of how their members related to the University and the degree to which they have warmed to the higher education experience.

Group Profiles

Group 1: "Struggling" 28% of undergraduates, 30% of alumni

Members of this group have not found the educational experience to be especially enjoyable, although they do not necessarily harbor ill feelings about the University. It is likely their discomfort is rooting in difficulties associated with adapting to the University and its curriculum. A disproportionately large number (18%) of transfer students, a target of campus recruitment efforts, are included in this group. This group is particularly critical of a lack of personal attention from University administration.

Group 2: "Disenfranchised" 18% of undergraduates, 9% of alumni

Members of this group are the University's harshest critics. They call school an impersonal, indifferent institution, are particularly cognizant of a lack of university fellowship, and feel the education they are receiving is "ordinary." The University was not the college of choice for nearly half of the group's members; most would have preferred to attend an out-of-the-area school. While accounting for less than one in five students, this group includes one in four Black students, and one in four honors students, both targets of campus recruitment efforts.

Group 3: "Satisfied" 28% of undergraduates, 34% of alumni

This group's members feel that the University offers a challenging and progressive education, that the experience is interesting and engaging, and that the campus is a pleasant place. They were attracted to the University by its reputation for quality and by the friendly feel of the campus. The campus remains, in fact, the object of their appeal: when asked to describe the

campus, these students are just as likely to talk about the campus "park" as they are about the education they are receiving.

Group 4: "Boosters" 13% of undergraduates, 16% of alumni

"Boosters" are a small but likely vocal minority whose opinions of the University are universally positive. They choose words such as "exciting," "fun" and "excellent" to describe the school. The group includes a disproportionately large share of Biological Science students, females and freshmen (non transfer) students. The University was the "first choice" school of three in four group members.

Discussion

The results of the alumni and student surveys suggest that the most enduring perception of the University is one of academic quality. The University is recognized for it high quality of education, and for the educational competitiveness of its student body. The "feel" of the campus appears to be a favorable influence when students were shopping for a college; among at least one in four students, the campus environs remains the focus of the school's character. In addition, the campus' University of California affiliation and its location are valuable communication assets. These characteristics can form the foundation for a positioning strategy for the campus.

The student survey also suggests that students expect the University to (a) deliver a high quality of education and an appropriate learning environment, (b) pay heed to students as individuals: the administrations should respond to individual needs and problems, and (c) provide a medium for student community,

school spirit, and extra-curricular activities which bond the student body. Early discussions of these results suggest that the cultivation of a student culture should not presently be an administrative or communications priority for the campus, but the development of systems to improve service and responsiveness to students should be considered. Specific to the development of a student culture, it is felt that as the campus should continue to put in place opportunities and systems that will facilitate student interaction, but that the greatest impact on student culture will occur naturally as the campus matures and grows in students and facilities.

Discussions concerning the development of systems to improve service and responsiveness are on-going and inconclusive. Although "service" would be a powerful way to differentiate the University from among its closest competitors, and several campus units plan to review the service concept, it has yet to be determined whether it will be more effective for the campus to adjust the level of service to meet expectations, or to provide the student with more information so that expectations are more reasonable given the service restraints.

Measuring the perceptions of the University across the four cluster groups provides additional topics for planning discussions. Forty-one percent of the current students are satisfied with the University and the education they are receiving; while this figure is good, it also serves as a reminder that the delivery of academic quality should be of continued concern to the administration and faculty. Although the University has a reputation for delivering

a high-quality education in different majors, and has a highly-rated faculty, there is still considerable room for improvement in this area, and it is thought that improvement in this area will have the greatest impact in the recruitment of target group students.

This analysis also points out that 18% of students, including a disproportionate share of the University's special publics--underrepresented minority, community college, and high-achieving-are harshly critical of the institution, in particular with what they perceive as a lack of school spirit and activities. This is of particular concern, given undergraduate recruitment priorities, and additional research is planned in order to obtain more information about these students.

Last, 28% of the students recognize the University as offering a quality education, but express frustration with the challenges of the curriculum--the threshold of competitiveness is high. Two levels of discussion have occurred regarding this point. While the transition from the source school to university-level work can be challenging, perhaps UCI can do a better job of clearly communicating the academic challenge to entering students, and offer appropriate programmatic activities to facilitate the transition. At the same time, it may be to the advantage of the University to position the curriculum as being a particularly challenging one in its recruitment communications. It is a positioning commensurate with academic quality, and could have the effect of making the prospective student market more self

selective, thus reducing the shock of transition to the University educational process, particularly among transfer students.

The results of the alumni and student surveys suggest further study in a number of areas. The results of these surveys, together with the earlier attitude and awareness study, establish baseline measurements of student, alumni, and community attitudes towards UCI which will be important for measuring change in years to come. At the same time the results suggest several areas for more immediate research. Of particular importance is research on the "disenfranchised" group, especially those segments comprised of enrollment priority groups. Additional research on student lifestyles and the relationship of lifestyle to the "commuter campus" image and student community will provide insight regarding the activities that tend to disperse students and why this phenomena takes place. Last, a number of different but related studies regarding student behavior have been done on the campus in recent years; it has been suggested that a development of a matrix which defines these studies and their results may be beneficial in corroborating data and in addressing campus concerns.

References

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Kotler, P., and Fox, K. (1985). Strategic Marketing for Educational Institutions. Englewood Cliffs, New Jersey: Prentice-Hall.

Topor, R.S. (1986). Institutional Image: How to Define It, Improve It, Market It. Washington, D.C.: Council for Advancement and Support of Education.

UCI UNDERGRADUATE STUDENT SURVEY

1. What year did you start your studies at UCI?

19_____ 4-5

2. Did you... (check one)

... transfer to UCI from a two-year school ..... [ ] 6-1
... transfer to UCI from a four-year school .... [ ] -2
... begin your studies at UCI as a freshman .... [ ] -3

3. Was UCI your first choice of schools?

Yes .... [ ] 7-1 (skip to Q.5)
No ..... [ ] -2

4. What school would you have preferred to attend?

8-
9-

5. Why did you choose to attend UCI? (Please check all that apply).

UCI's reputation for quality of education ..... [ ] 10-
I couldn't get into my school of first choice ..... [ ] 11-
My school counselor recommended UCI ..... [ ] 12-
I received a scholarship for UCI ..... [ ] 13-

I obtained financial assistance from UCI ..... [ ] 14-
UCI graduates find good jobs ..... [ ] 15-
UCI specializes in my major ..... [ ] 16-
I wanted to live in Orange County ..... [ ] 17-

Good employment opportunities in Orange County
after graduation ..... [ ] 18-
My parents wanted me to go to UCI ..... [ ] 19-
A current UCI student or UCI graduate recommended UCI .. [ ] 20-
A friend or relative recommended UCI ..... [ ] 21-

I liked the feel of the campus ..... [ ] 22-
Good employment opportunities while attending UCI ..... [ ] 23-

6. Please rate UCI on each of the following:

	Excellent	Good	Fair	Poor	
Amount of contact with faculty	[ ] -4	[ ]-3	[ ]-2	[ ]-1	24-
Financial aid programs	[ ]	[ ]	[ ]	[ ]	25-
Administration's response to problems or questions you may have	[ ]	[ ]	[ ]	[ ]	26-
Acceptance of new students on campus	[ ]	[ ]	[ ]	[ ]	27-
Extra-curricular activities	[ ]	[ ]	[ ]	[ ]	28-
Sense of community among students	[ ]	[ ]	[ ]	[ ]	29-
School "spirit"	[ ]	[ ]	[ ]	[ ]	30-
Students' motivation for learning	[ ]	[ ]	[ ]	[ ]	31-
Personal attention given students by administration	[ ]	[ ]	[ ]	[ ]	32-
High standards of education	[ ]	[ ]	[ ]	[ ]	33-
Educational competition among students	[ ]	[ ]	[ ]	[ ]	34-
Acceptance of minority students (for example, Blacks, Latinos, Chicanos, etc.)	[ ]	[ ]	[ ]	[ ]	35-

7. How important are each of the following to you?

	Very Important	Somewhat Important	Not very Important	Not at all Important	
Amount of contact with faculty	[ ] -4	[ ] -3	[ ] -2	[ ] -1	36-
Financial aid programs	[ ]	[ ]	[ ]	[ ]	37-
Administration's response to problems or questions you may have	[ ]	[ ]	[ ]	[ ]	38-
Acceptance of new students on campus .	[ ]	[ ]	[ ]	[ ]	39-
Extra-curricular activities	[ ]	[ ]	[ ]	[ ]	40-
Sense of community among students	[ ]	[ ]	[ ]	[ ]	41-
School "spirit"	[ ]	[ ]	[ ]	[ ]	42-
Students' motivation for learning	[ ]	[ ]	[ ]	[ ]	43-
Personal attention given students by administration	[ ]	[ ]	[ ]	[ ]	44-
High standards of education	[ ]	[ ]	[ ]	[ ]	45-
Educational competition among students	[ ]	[ ]	[ ]	[ ]	46-
Acceptance of minority students (for example, Blacks, Chicanos, Latinos).	[ ]	[ ]	[ ]	[ ]	47-

8. Which of the following words describes UCI? (Check all that apply).

Distinguished	[ ]	48-	Liberal	[ ]	60-
Average	[ ]	49-	Personal	[ ]	61-
Boring	[ ]	50-	Indifferent	[ ]	62-
Dynamic	[ ]	51-	Advanced	[ ]	63-
Friendly	[ ]	52-	Ordinary	[ ]	64-
Easy	[ ]	53-	Famous	[ ]	65-
Backward	[ ]	54-	Progressive	[ ]	66-
Challenging	[ ]	55-	Stodgy	[ ]	67-
Traditional	[ ]	56-	Excellence	[ ]	68-
Fun	[ ]	57-	Unchanging	[ ]	69-
Impersonal	[ ]	58-	Obscure	[ ]	70-
Conservative	[ ]	59-	Exciting	[ ]	71-

9. What one or two things do you like to tell people when they ask you about UCI?

72-
73-

10. Are you....

Male ..... [ ] 74-1
Female ..... [ ] -2

11. What is your race or ethnic heritage?

Black/Afro-American ... [ ] 75-1
Chicano ..... [ ] -2
Latino ..... [ ] -3
American Indian ..... [ ] -4
Filipino ..... [ ] -5
Other Asian ..... [ ] -6
Caucasian/white ..... [ ] -7

_____
Other (please specify)

12. Do you... (check one)

... live on campus ..... [ ] 76-1
... live off campus, away from home ... [ ] -2
... live at home ..... [ ] -3

13. What is your major?

77-
78-

Please return this questionnaire in the enclosed postage-paid envelope.

Nondiscrimination Statement. The University of California, Irvine provides equal opportunity in its services and employment. Furthermore, the University implements student and employment affirmative action programs.

University of California, Irvine
Official Alumni Census

Currently our files contain the following information about you. In order to update your permanent file, would you please provide the correct or missing data below.

Thank you.

SAMPLE

Identification Number:

Home Address *If this is your parents' address, please indicate this and provide your home address.*

Name
Other Name
Street Address
City, State, Zip
Phone Number

Business Address *If this is not your business address, please provide your business address in the space below. If you are a full-time homemaker or self-employed, please indicate.*

Name
Company Name
Title or Position
Street Address
City, State, Zip
Phone Number

Please indicate the year you became employed by this company: _____

I would prefer to receive my mail at my ☐ Home ☐ Business Address.

Spouse's name, if UCI Graduate _____
Last First Middle Maiden, if applicable

Undergraduate degree: Degree _____ Year _____ Major _____ College/University _____

Graduate degree: Degree _____ Year _____ Major _____ College/University _____

Postgraduate degree: Degree _____ Year _____ Major _____ College/University _____

Ethnicity *(Optional)*: Circle one

a. Black/Afro-American
b. Chicano
c. Latino
d. American Indian
e. Philipino
f. Other Asian
g. Caucasian/White
h. Other *(please specify)*

This information is requested to enable the Office of Alumni Relations to assist in the Student Affirmative Action effort.

This year we are asking alumni to complete a brief survey regarding their opinions of UCI. Please take a few moments to answer the questions on the reverse side of this form. Any comments or opinions will be kept confidential.

Privacy Notice

The 1977 California Practices Act requires UCI to inform individuals asked to supply information about themselves of the following:

UCI is requesting this information to update your permanent Alumni file. Furnishing the information is strictly voluntary and will be maintained confidentially. The information may be used by other University departments in the regular course of business but will not be disseminated to others except if required by law.

You have the right to review your own data file. Inquiries should be forwarded to the Director of Development, Office of University Advancement, 651 Administration, University of California, CA 92717.

UCI ALUMNI OPINION SURVEY

1. On a scale of 1 to 10, with 10 meaning "very high quality", how would you rate the quality of education you received from UCI?

5-
6-

2. On a scale from 1 to 10, with 10 meaning "very well", how well did your experience at UCI prepare you for the future?

7-
8-

3. Which of the following words describes UCI? (Check all that apply)

Distinguished	☐	9-	Liberal	☐	21-
Average	☐	10-	Personal	☐	22-
Boring	☐	11-	Indifferent	☐	23-
Dynamic	☐	12-	Advanced	☐	24-
Friendly	☐	13-	Ordinary	☐	25-
Easy	☐	14-	Famous	☐	26-
Backward	☐	15-	Progressive	☐	27-
Challenging	☐	16-	Stodgy	☐	28-
Traditional	☐	17-	Excellent	☐	29-
Fun	☐	18-	Unchanging	☐	30-
Impersonal	☐	19-	Obscure	☐	31-
Conservative	☐	20-	Exciting	☐	32-

4. What is UCI's **major strength** as a university?

33-
34-

5. What is UCI's **major weakness** as a university?

35-
36-

6. Would you recommend UCI to someone preparing for a career in your profession?

Yes	☐	37-1
No	☐	-2

Comments: